DOCUMENT RESUME

ED 329 930 CS 010 482

AUTHOR Berglund, Roberta L.; And Others
TITLE Teacher Behaviors during Reading Instruction in Australian and American Classrooms. Literacy Research Report No. 3.
INSTITUTION Northern Illinois Univ., DeKalb. Curriculum and Instruction Reading Clinic.
PUB DATE Mar 91
NOTE 39p.; Table 1 has very small print and may not reproduce legibly.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Comparative Analysis; Cross Cultural Studies; Foreign Countries; Grade 2; Grade 3; Primary Education; *Reading Instruction; Student Centered Curriculum; *Teacher Behavior; *Whole Language Approach
IDENTIFIERS *Australia; *United States

ABSTRACT

This study examined, through classroom observations and teacher surveys, the instructional beliefs and practices in reading of second- and third-grade teachers in selected schools in the United States and Australia. Australian participants consisted of 16 second-grade and 11 third-grade teachers in New South Wales; American participants were 17 second-grade and 20 third-grade teachers in Wisconsin. Results were compared to those obtained in a similar study conducted in the mid-1970s to determine whether changes had occurred which might document a shift in reading instruction to reflect a more child-centered perspective where children are actively engaged in the reading process. The data indicate that changes have occurred in both countries regarding the types of questions posed during reading instruction and the amount of praise used. Non-functional student behavior appeared to be reduced as compared to the earlier study. Teacher orientations toward control versus autonomy appear to be related to their degree of acceptance of whole language philosophy. The teacher behaviors observed in both countries reflect rather conventional reading practices with the teachers serving as information-givers rather than collaborators and facilitators during reading instruction. (Eleven tables of data are included and 28 references are attached.) (Author/SR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED329930

Northern Illinois University

Roberta L. Berglund
District 44, Lombard, Illinois
James P. Raffini
University of Wisconsin-Whitewater
Lorraine McDonald
Catholic College, Sydney

March 1991

Literacy Research and Reports

Curriculum and Instruction
Reading Clinic—119 Graham
DeKalb, Illinois 60115

CS010482

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Roberta Berglund

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Literacy Research Report No. 3

TEACHER BEHAVIORS DURING READING INSTRUCTION IN AUSTRALIAN AND AMERICAN CLASSROOMS

Roberta L. Berglund
District 44, Lombard, Illinois
James P. Raffini
University of Wisconsin-Whitewater
Lorraine McDonald
Catholic College, Sydney

March 1991

Teacher Behaviors During Reading Instruction in Australian and American Classsrooms

Abstract

This study examined, through classroom observations and teacher surveys, the instructional beliefs and practices in reading of second-and third-grade teachers in selected schools in the United States and Australia. Results were compared to those obtained in a similar study conducted in the mid-1970's to determine whether changes had occurred which might document a shift in reading instruction to reflect a more child-centered perspective where children are actively engaged in the reading process. The data indicate that changes have occurred in both countries regarding the types of questions posed during reading instruction and the amount of praise used. Non-functional student behavior appeared to be reduced as compared to the earlier study. Teacher orientations toward control versus autonomy appear to be related to their degree of acceptance of whole language philosophy. The teacher behaviors observed in both countries reflect rather conventional reading practices with the teachers serving as information-givers rather than collaborators and facilitators during reading instruction.

During the past fifteen years, major changes in orientation to reading instruction have occurred in both the United States and Australia (Cambourne, 1985; McDonald, 1987; Walshe, March, & Jensen, 1986). Reading professionals in the United States have reexamined the concept of teaching and learning reading and writing (Mason, 1984; Pearson, 1985; Rumelhart, 1984; Tierney, 1990; Wixson and Peters, 1984). Such examinations have led to new definitions of reading and new perspectives on the teaching of reading (Anderson, Hiebert, Scott, and Wilkinson, 1985; Anderson and Pearson, 1984; Graves, 1983; Mosenthal, 1986; Pearson, 1985; Wixson and Peters, 1984). A change has also been proposed regarding the role of the teacher; from that of a manager in the 1970s to one who, in the 1980s, models an active role in providing

instruction, coaching, and praise as students assume more responsibility for task completion (Pearson, 1985).

In recent years in Australia, the rapid growth of English as a Second Language (ESL) learners forced a review of traditional teaching methods. It was recognized that these learners needed a more empowering and liberating curriculum to assist them in becoming confident and competent users of written and spoken English in school, in community life, and in the workplace. Concurrently emerging research into the learning of language and the teaching of learning of reading and writing led to the development of a set of beliefs about learning and teaching. New reading and writing curriculum documents were developed and implemented based on the work of Clay (1972), Goodman (1971), Graves (1982, 1983), and Halliday (1973). Each state has a state-wide consultancy program network and each states' reading and writing curriculums have a whole language bias. In New South Wales, for example, whole language information is disseminated to teachers through a two-month-long Early Literacy Inservice Course (ELIC), and consultant and material support is provided to help teachers teach from a whole language perspective.

Purpose

It was the purpose of this investigation to assess and compare current and previous characteristics of distinct samples of Australian and

American second- and third-grade teachers. Given the stated changes in beliefs about reading in both countries, this investigation attempted to replicate the instructional aspects a 1974 study which compared the instructional behaviors of a sample of second- and third-grade classroom teachers in Australia and the United States (Tierney, 1974a, 1974b, 1976). Tierney concluded that Australian teachers in his sample tended to be more autocratic and teacher-centered than American teachers (Tierney, 1976). While not differing in knowledge of reading instruction, it was also found that teachers in both countries used predominantly low-level memory questions and rarely used divergent or evaluative questions. Teachers gave little student praise in either country, and oral reading was the most frequent directed instructional activity in both countries. Responding to the Tierney finding regarding the autocratic and teacher-centered nature of the Australian sample, a second purpose of this study was to investigate teachers' orientation toward the use of control versus autonomy when dealing with children.

In response to recommendations for further research (Tierney, 1974a), this study also attempted to delineate a broader scope for understanding and comparing the philosophy and orientation of teachers in Australia and in the United States.

More specifically, the study attempted to answer the following questions:

1. During the past fifteen years, have second- or third-grade

Australian and American teachers, selected from a sample similar to Tierney's, changed in their instructional behaviors while teaching reading?

2. Do these selected Australian and American second- and third-grade teachers differ in their orientation toward the use of control versus engendering autonomy when dealing with children?

3. Do these teachers differ in their philosophy and beliefs in regard to the teaching of reading?

METHOD

Sample

A concerted effort was made to match the sampling procedures in the current investigation with those utilized by Tierney fifteen years ago. His Australian sample consisted of a random selection of 15 second-grade and 15 third-grade teachers who were teaching at one of 30 preselected schools in the St. George Area of Sydney and who were willing to participate in the study. At that time the St. George area was one of six school areas in Sydney and consisted of 98 elementary schools and 21 high schools. The percentage of professional, white collar, and partially-skilled workers was considered to be slightly above average for Australia.

The demographics of school districts in the suburbs of Sydney have changed somewhat during the past 15 years. The St. George area no longer exists as an educational entity. The schools selected for the

earlier study are now part of a broader educational region known as Metropolitan East which is composed of approximately 103 primary schools and 32 secondary schools located in seven clusters. Since the combined Metropolitan East Region provides a demographic balance similar to that observed by Tierney, 30 primary schools were randomly selected from the seven clusters and invited to participate in the study. Unfortunately, a labor dispute throughout New South Wales commenced shortly after invitations were mailed, resulting in an acceptance rate of less than ten percent. When labor tensions dissipated, another 30 schools from the region were randomly selected and all agreed to participate. The Australian sample for this study consisted of 16 second-grade and 11 third-grade teachers teaching in 13 schools selected from this second group of 30 randomly-selected schools.

The 1974 United States sample consisted of 15 second-grade and 15 third-grade teachers who were teaching at one of 30 preselected schools in DeKalb County (Atlanta), Georgia and who were willing to participate. DeKalb County operated 82 elementary schools and 21 high schools at the time of Tierney's study. As with the St. George area, DeKalb County's percentage of professionals, white-collar workers, and semi-skilled workers was slightly above average for the United States. The American sample for the current study was composed of 17 second-grade and 20 third-grade teachers teaching at 10 schools randomly selected from 79 schools composing the suburban area of Milwaukee County, Wisconsin. Since the percentage of professionals, white-collar workers, and semi-

skilled workers in Milwaukee County appears similar to that in DeKalb County, it is assumed that this sample does not differ significantly from the earlier sample sample.

Instrumentation

Reading Instruction Observation Scale (RIOS) (Tierney, 1974b). To assess teacher instructional characteristics Tierney developed the Reading Instruction Observation Scale which was designed to measure 13 categories of cognitive and affective behaviors exhibited by teachers and students during reading instruction. Information on the instrument's development and data on reliability and validity are reported elsewhere (Tierney, 1974b).

Adults' Orientations Toward Control Versus Autonomy With Children Scale (Deci, Schwartz, Sheinman, and Ryan, 1981). This scale includes eight vignettes, each describing a common classroom incident such as a student not completing assignments or stealing small objects. Each situation is followed by four options for dealing with the problem. One option is highly controlling, one moderately controlling, one highly autonomous, and one moderately autonomous. Subjects rate each option on a seven point scale. By weighing and combining the 32 responses an index reflecting orientation toward controlling versus supporting autonomy is obtained. The authors report data that confirm the internal consistency, temporal stability, and external validity of the scale.

Theoretical Orientation to Reading Profile (TORP) (Deford, 1985). The TORP uses a Likert scale response system to determine a teacher's theoretical orientation to reading instruction: whole language, skills or

phonics. The TORP consists of a 28 item questionnaire containing statements about reading instruction. Subjects rate each statement on a scale of one to five; strongly agree to strongly disagree. By scoring the responses a profile of the teacher's theoretical orientation to reading is obtained. The author reports data that establishes the validity of the construct of theoretical orientation in reading as measured by the TORP.

Procedure

Two days before the start of the data collection in each country, five Australian and five American college seniors and graduate research assistants were trained in the systematic observation of reading instruction using the Reading Instruction Observation Scale (RIOS). Prior to training, one of the researchers made four twenty-minute videotapes of two second-grade and two third-grade Australian teachers during what they considered to be a typical reading lesson. The tapes demonstrated a range of teacher behaviors. Three of the videotapes were used to provide approximately 9 hours of observation training with the RIOS in each country. The fourth tape was used to obtain a final measure of inter-rater reliability. The mean inter-rater reliability coefficient was .945 and is similar to the .950 mean inter-rater reliability coefficient reported by Tierney (1974b, p. 108).

Following the 1974 design, raters in each country observed each participating teacher for a minimum of 20 minutes teaching what they considered to be a typical reading lesson during the 20th and 21st weeks of the school year (July, 1988 in Australia and January, 1989 in the United States). The raters used the RIOS to categorize teacher and

student behaviors into one of 13 categories every five seconds or every time the behavior changed. Teachers were unaware of the behaviors being categorized. At the completion of the reading lesson, each teacher was asked to complete a personal data sheet, the TORP, and the Orientations Scale while the rater read a story to the class.

Data Analysis

The RIOS was scored by obtaining the percentage of total tallies in each of the 13 dependent variable categories. Consistent with the original design, a two-way (country x grade) MANOVA was used to determine if there were significant differences between the sample of Australian and American teachers on the RIOS categories. Also consistent with Tierney's procedure, to meet the assumptions underlying a multivariate normal distribution, arc sine transformations were applied to each subject's percentage score for each of the 13 dependent variables.

A two-way (year x grade) MANOVA was calculated for both the Australian and American samples to determine if there were significant changes on the RIOS between 1974 and 1989. A two-way (country x grade level) MANOVA was also calculated to determine if the Australian and American samples significantly differed in their phonics, skills, and whole language reading instruction philosophy, as measured by the TORP, and in their orientation toward control vs. autonomy with children, as measured by the Orientation Scale.

Since the total TORP score is linearly dependent on the TORP

subscores, a two-way (country x grade) ANOVA was calculated to determine if the Australian and American samples significantly differed in their total TORP scores.

Pearson-Product-Moment correlations were calculated to determine if a significant relationship existed between the TORP Scales, the Orientations Scale, and the 13 variables on the RIOS.

Results

Table 1 reports the means and standard deviations on the 13 categories of the Reading Instruction Observation Scale (RIOS) for Australian and United States second- and third-grade teachers in 1989 and in 1974.

Results of the two-way (country x grade) MANOVA on the 13 RIOS dependent variables are summarized in Table 2. Both the current results and the 1974 results are reported. (The degrees of freedom hypothesis differ in the two studies because Tierney used an additional dependent variable based on a Knowledge of Reading Test not used in the current study).

Results of the current country x grade analysis are consistent with those found in 1974. In both studies neither the country x grade interaction nor the main effect of grade were statistically significant. As in 1974, the current study finds no evidence to suggest that second- and third-grade teachers differ in their instructional behaviors, as measured by the RIOS, during reading lessons. In both years the multivariate F statistic for the main effect of country was statistically

TABLE 1

YEAR	COUNTRY	GRADE LEVEL	DIRECTIONS	INFORMATION OR OPINION	CORRECTIVE FEEDBACK OR CRITICISM	MEMORY QUESTIONS	BROAD QUESTIONS	NARROW QUESTIONS	ACCEPTANCE	STUDENT RESPONSIVENESS	SILENT READING	ORAL READING	TOTAL PRAISE	DIRECTED ACTIVITIES	NONFUNCTIONAL BEHAVIOR
1989	AUSTRALIA	SECOND GRADE													
		Mean	18 06	7 02	6 98	2 76	2 47	7 91	2 81	1 90	0 85	23 70	6 41	15 23	5 90
		StdDev	8 35	4 02	4 23	4 79	2 36	7 26	1 54	1 65	2 28	14 88	5 14	15 35	5 02
		N	18	18	18	18	18	18	18	18	18	18	18	18	18
		THIRD GRADE													
		Mean	14 09	7 22	7 44	4 53	4 29	7 48	4 10	3 72	1 59	22 49	5 27	12 19	5 62
		StdDev	5 79	5 22	6 22	8 69	4 36	5 70	2 45	4 02	3 67	14 55	2 49	9 51	3 88
		N	11	11	11	11	11	11	11	11	11	11	11	11	11
	UNITED STATES	SECOND GRADE													
		Mean	18 33	13 34	6 88	2 83	8 17	7 28	6 84	6 52	2 63	15 92	5 39	5 55	2 32
		StdDev	8 08	5 21	3 78	3 80	4 10	4 48	5 37	4 64	4 82	17 65	3 12	7 50	2 47
		N	17	17	17	17	17	17	17	17	17	17	17	17	17
		THIRD GRADE													
		Mean	15 54	14 30	6 81	5 59	8 78	9 17	7 17	6 13	2 59	7 61	4 71	11 15	2 45
		StdDev	5 9	5 57	3 77	6 77	3 69	5 63	3 33	3 08	4 28	8 16	2 80	12 96	2 36
		N	20	20	20	20	20	20	20	20	20	20	20	20	20
1974	AUSTRALIA	SECOND GRADE													
		Mean	13	6 34	6 86	4 47	1 72	2 88	4 06	14 81	0 29	17 00	3 91	5 93	18 22
		StdDev	5 67	2 77	4 43	2 45	1 27	2 83	2 26	6 83	1 00	10 19	1 64	8 58	12 41
		N	15	15	15	15	15	15	15	15	15	15	15	15	15
		THIRD GRADE													
		Mean	9 71	8 57	6 78	5 57	1 36	2 44	5 40	18 25	0 34	14 89	1 75	6 82	20 76
		StdDev	3 56	6 39	3 22	3 04	1 28	1 62	3 54	6 75	0 68	13 96	1 92	8 58	10 58
		N	15	15	15	15	15	15	15	15	15	15	15	15	15
	UNITED STATES	SECOND GRADE													
		Mean	14 84	4 43	4 74	7 34	2 61	4 12	8 72	19 85	4 43	9 65	1 19	2 32	14 60
		StdDev	3 81	4 72	4 32	3 53	2 08	2 42	4 13	8 03	9 91	10 37	1 82	3 33	10 97
		N	15	15	15	15	15	15	15	15	15	15	15	15	15
		THIRD GRADE													
		Mean	12 38	5 71	3 60	6 29	3 01	4 13	7 26	22 44	10 23	8 40	1 48	2 38	13 78
		StdDev	4 92	5 08	3 20	3 45	2 47	2 22	2 56	7 89	18 06	7 36	1 68	3 27	8 82
		N	15	15	15	15	15	15	15	15	15	15	15	15	15

MEANS AND STANDARDS DEVIATIONS ON THE READING INSTRUCTION OBSERVATION SCALE
FOR AUSTRALIAN AND UNITED STATES SECOND AND THRID GRADE TEACHERS

ALL FIGURES ARE IN PERCENTAGES

BEST COPY AVAILABLE

TABLE 2

Results of the Two-way Multivariate Analysis of Variance of the 13 Categories of the Reading Instruction Observation Scale for Tierney's 1974 Study and the Current Study

Source of Variation	df Hypothesis		df Error		F-value	
	1974	1989	1974	1989	1974	1989
Country	14	13	43	48	6.28**	6.18**
Grade	14	13	43	48	1.27	.36
Country X Grade	14	13	43	48	.00	.23

**p <.01
***p <.001

significant ($p < .001$).

Table 3 reports the results of the univariate F tests for the 13 RIOS dependent variables for both studies.

Results of the current study indicated that significant differences between the Australian and American samples were observed on the variables Teacher Initiation, Broad Questions, Teacher Acceptance, Student Responsiveness, Oral Reading, and Non-functional Behavior. Second- and third-grade teachers in the United States sample spent a greater percentage of their reading instruction time providing information or opinions, asking broad questions, accepting student ideas, and had more student responsiveness than teachers in the Australian sample. Teachers in the Australian sample used a greater percentage of their instructional time utilizing oral reading and had a greater percentage of non-functional behavior than United States teachers.

Table 4 summarizes the results of the two-way (year x grade) MANOVA on the RIOS for the 1989 and 1974 Australian samples. The F-value for the year x grade interaction and the main effect of grade were not statistically significant. A statistically significant F was observed for the main effect of year, indicating that Australian teachers in the 1989 sample differed significantly on the 13 dependent variables of the RIOS from Australian teachers in the 1974 sample.

TABLE 3

Univariate F-tests For the Main Effect of Country for Tierney's 1974 Study and for the Current Study

Variable	Mean Square 1974	Mean Square 1989	F-value 1974	F-value 1989
Teacher Directions	.073	.044	3.42	1.54
Teacher Initiation	.262	.854	7.22*	29.32***
Corrections & Criticism	.273	.003	9.10**	.10
Memory Questions	.102	.065	4.74	.80
Broad Questions	.002	.445	4.83	10.54**
Narrow Questions	.162	.041	8.42*	.70
Teacher Acceptance	.295	.396	16.75***	13.87***
Teacher Praise	.288	.019	16.40***	.76
Student Responsiveness	.310	.676	9.03**	21.93***
Oral Reading	.727	2.163	5.95*	12.05**
Silent Reading	1.273	.166	10.43**	2.75
Directed Activity	.359	.308	3.83	2.02
Non-functional Behavior	.298	.481	3.19	13.32**

*p < .05
**p < .01
***p < .001

TABLE 4

Results of the Two-way Multivariate Analysis of Variance of the 13 Categories of the Reading Instruction Observation Scale for the Australian 1989 and 1974 Samples

Source of Variation	df Hypothesis	df Error	F-value
Year	13	41	14.04***
Grade	13	41	.93
Year X Grade	13	41	.52

***p <.001

Table 5 provides the univariate F-tests for differences between the two Australian samples on the 13 RIOS variables.

Teachers in the two Australian samples differed in their uses of directions, narrow and broad questions, acceptance of student ideas, praise, student responsiveness, directed activity and in the amount of non-functional behavior experienced. Teachers in the 1989 sample spent a significantly greater percentage of their instructional time providing directions, asking narrow questions, giving praise and encouragement, and used more directed activities than teachers in the 1974 Australian sample. They also spent a significantly less percentage of their instructional time using memory questions, accepting student ideas, dealing with student responses, and dealing with non-functional behaviors than teachers in the 1974 sample.

Table 6 summarizes the results of the two-way (year x grade) MANOVA on the RIOS for the 1989 and 1974 United States samples. The F-value for the year x grade interaction and the main effect of grade were not statistically significant. A statistically significant F was observed for the main effect of year, indicating that American teachers in the 1989 sample differed significantly on the 13 dependent variables of the RIOS from American teachers in the 1974 sample.

TABLE 5

Univariate F-tests For the Main Effect of Year for the Australian Samples

Variable	Mean Square	F-value
Teacher Directions	.171	6.29*
Teacher Initiation	.004	.11
Corrections & Criticism	.001	.04
Memory Questions	.418	7.64**
Broad Questions	.111	3.84
Narrow Questions	.600	11.61***
Teacher Acceptance	.078	4.12*
Teacher Praise	.313	16.49***
Student Responsiveness	3.755	99.79***
Oral Reading	.526	3.51
Silent Reading	.029	1.12
Directed Activity	1.000	5.79*
Non-functional Behavior	2.711	39.91***

*p < .05
**p < .01
***p < .001

TABLE 6

Results of the Two-way Multivariate Analysis of Variance of the 13 Categories of the Reading Instruction Observation Scale for the United States 1989 and 1974 Samples

Source of Variation	df Hypothesis	df Error	F-value
Year	13	51	35.52***
Grade	13	51	1.16
Year X Grade	13	51	.78

***p <.001

Table 7 provides the univariate F-tests for differences between the two American samples on the 13 RIOS variables. Teachers in the two samples significantly differed on all of the variables except teacher acceptance, and the use of oral and silent reading. Teachers in the 1989 United States sample spent a significantly greater percentage of their instructional time providing directions, initiating information, giving corrective feedback or criticism, asking broad and narrow questions, used more praise, and used more directed activities than United States teachers in the 1974 sample. They also spent a significantly less percentage of their instructional time using memory questions, dealing with student responses, and dealing with non-functional behaviors than teachers in the 1974 sample.

Summary of the Reading Instruction Observation Scale Findings

Directions. Consistent with the 1974 findings, no differences were found between the 1989 Australian and American samples in the percentage of time spent providing directions. The 1989 Australian and United States samples displayed a significantly greater percentage of instructional time providing directions than Australian and United States teachers in the 1974 sample.

Initiation of Information or Opinion. In the 1974 sample Australian teachers displayed significantly more initiation of information or opinion than United States teachers. In 1989, teachers in the United

TABLE 7
Univariate F-tests For the Main Effect of Year for the United States Samples

Variable	Mean Square	F-value
Teacher Directions	.147	6.41*
Teacher Initiation	1.937	55.47***
Corrections & Criticism	.296	8.95**
Memory Questions	.596	11.61***
Broad Questions	.521	15.08***
Narrow Questions	.400	13.58***
Teacher Acceptance	.047	1.75
Teacher Praise	1.058	45.01***
Student Responsiveness	3.446	106.94***
Oral Reading	.023	.15
Silent Reading	.330	2.28
Directed Activity	1.305	15.84***
Non-functional Behavior	3.546	64.19***

*p < .05
**p < .01
***p < .001

States sample exhibited significantly more initiation of information than teachers in the Australian sample. No differences were found between the 1989 and 1974 Australian samples.

Correction. The 1974 study reported more corrective feedback and criticism from Australian teachers than American teachers. The current study found no differences between the two countries. The Australian samples did not significantly differ between 1989 and 1974 while the 1989 American sample used significantly more corrective feedback than did the 1974 sample.

Memory Questions. Consistent with the 1974 findings, no differences were found between the 1989 Australian and American samples in the percentage of time spent asking cognitive memory questions. Both the 1989 American and Australian samples used significantly less memory questions than they did in 1974.

Broad Questions. In 1974 no differences in the percentage of time spent asking broad, higher-level cognitive questions were observed between the two samples. In the current study, American teachers used significantly more broad questions than did the Australian teachers. The Australian samples did not significantly differ between 1989 and 1974, while the 1989 United States sample used significantly more broad questions than did the 1974 sample.

Narrow Questions. In 1974 United States teachers used more narrow questions than Australian teachers. In the current study, no differences were observed between the two countries. Both the

American and Australian samples used significantly more narrow questions in 1989 than they did in 1974.

Acceptance of Student Ideas. Consistent with the 1974 findings, the 1989 American sample used significantly more acceptance than did the 1989 Australian sample. There were no significant differences in the United States samples between 1989 and 1974. Teachers in the 1989 Australian sample showed significantly less acceptance of student ideas than did the 1974 sample.

Praise. In 1974 Australian teachers used significantly more praise and encouragement than US teachers. The current study found no significant differences between the Australian and American samples on this variable. Both the 1989 Australian and American teachers exhibited significantly more praise and encouragement than did the 1974 samples.

Student Responsiveness. Consistent with the 1974 findings, teachers in the 1989 American sample had significantly more student responsiveness than did teachers in the Australian sample. Students in both countries, however, demonstrated significantly less responsiveness in 1989 than they did in 1974.

Oral Reading. In the 1989 sample the Australian teachers showed a significantly greater percentage of time using oral reading than United States teachers. This is consistent with the 1974 finding. There were no significant differences in the samples from either country between 1989 and 1974.

Silent Reading. In the 1974 study American teachers used significantly more silent reading than Australian teachers. The current study found no significant differences between the two samples, nor were any significant differences observed in either sample between 1989 and 1974.

Directed Activities. Consistent with the 1974 findings, no significant differences in the use of directed activities between the two countries were observed in the current sample. Teachers in the 1989 Australian and American samples, however, used significantly more directed activities than did the 1974 samples.

Non-functional or Off-task Behavior. In 1974 the study reported no significant differences between the two countries in the percentage of non-functional or off-task behavior. The current study found that the sample of American teachers had significantly less non-functional or off-task behavior than did the Australian sample. In 1989, classrooms in both samples where characterized by significantly less non-functional behavior than were the sample of classrooms in 1974.

Summary of the TORP and Orientations Scale Findings

Table 8 reports the mean and standard deviations on the TORP and Orientations Scale for the 1989 Australian and American second- and third-grade teachers.

Table 9 summarizes the results of the two-way (country x grade) MANOVA on the three TORP subscales and the Orientations Toward Control Versus Autonomy Scale. The country by grade interaction

TABLE 8

Means and Standard Deviations on the TORP and Orientations Scale for Australian and United States Second- and Third-grade Teachers

		TORP Phonics	TORP Skills	TORP Whole Lan	Total TORP	Orientations Scale
Australian						
Second Grade	Mean	29.91	28.64	20.55	86.00	5.99
N = 11	SD	8.06	5.52	7.01	18.88	2.88
Third Grade	Mean	27.80	30.40	23.90	82.30	6.91
N = 10	SD	6.49	4.70	3.48	11.43	2.01
United States						
Second Grade	Mean	29.65	30.00	25.23	82.47	5.38
N = 17	SD	5.55	5.21	3.79	10.83	1.98
Third Grade	Mean	28.65	26.60	22.90	80.35	5.51
N = 20	SD	3.80	4.83	5.24	10.08	2.68

TABLE 9

Results of the Two-way Multivariate Analysis of Variance for the TORP Phonics, Skills and Whole Language Scales and the Orientations Scale

Source of Variation	df Hypothesis	df Error	F-value
Country	4	51	2.15
Grade	4	51	.52
Country X Grade	4	51	2.75*

*p <.05

was statistically significant. Univariate F-tests for the significant grade x country interaction on the four dependent variables is reported in Table 10. A significant grade x country interaction was observed on the TORP whole language score. No significant differences were observed on the TORP phonics, TORP skills, and Orientations toward Control versus Autonomy Scale. The TORP subscales are scored so that a low score indicates a stronger orientation toward a reading philosophy than a higher score. Inspection of Table 8 indicates that the second-grade Australian sample has a stronger whole language orientation than the United States second-grade sample, but the opposite is true for the third-grade samples.

Table 11 summarizes the results of a two-way (country x grade) ANOVA for the total TORP scale. No statistically significant differences were observed.

Pearson product-moment correlation coefficient for the combined samples revealed a significant relationship between orientations toward control versus autonomy with children and the percentage of time spent in corrective feedback and criticism on the RIOS ($r = -.28$, $N = 62$, $p < .05$). Second- and third-grade teachers who had a higher orientation toward control used more corrective feedback and criticism than teachers who had a higher orientation toward engendering autonomy.

TABLE 10

Univariate F-tests for the Grade x Country Interaction on the TORP and the Orientations Scale

Variable	Mean Square	F-value
TORP phonics	4.13	.12
TORP skills	79.11	2.94
TORP whole language	126.62	4.98*
Orientations Scale	2.10	.36

$p < .05$

TABLE 11

Results of the Two-Way Analysis of Variance for the TORP Total Score

Source of Variance	df Hypothesis	Mean Square	F-Value
Country	1	100.22	.63
Grade	1	104.71	.66
Country x Grade	1	8.32	.05
Error	54	158.31	

A significant relationship was also observed between the Orientations Scale and the TORP whole language subscale ($r = -.30$, $N = 58$, $p. < .05$). Second-and third-grade teachers who had a higher orientation toward engendering autonomy in children reported a stronger whole language philosophy than teachers who were oriented toward control.

Discussion

In a 1965 study by Taba, it was determined that teachers gave out large amounts of information to students and then expected the students, through rote memory and selective recall, to give the information back. Guszak's study (1967) substantiated the high frequency of literal level questions asked by elementary teachers. The study indicated that nearly seventy-nine percent of all questions asked by second-grade teachers were at the literal level. Later, Durkin (1981) found a limited use of higher-level questions by teachers using basal reading series. Both teachers and teacher-educators developed an increased awareness of questioning strategies during reading instruction as a result of these and other studies. It is interesting to note that in the current study it appears that both the American and Australian samples of teachers display a change in behavior in the area of questioning. Both 1989 groups asked fewer memory questions than did the 1974 samples, and teachers in the United States asked more broad questions than did their Australian counterparts in 1989. Since the instructional philosophies developed in both countries since 1974 emphasize the

importance of higher-level thinking, one might conclude that United States teachers have responded to the "new view" of reading comprehension by increasing their use of questions that stimulate students' active involvement in learning. Conversely, however, both groups in the 1989 sample asked more narrow questions, such as those eliciting a yes or no answer, than did the 1974 sample in each country. It appears that both American and Australian teachers have increased their use of narrow questions in the past fifteen years, the Australian teachers dramatically so. This may be related to the reduction of memory questions.

In the 1974 study, the behavior of Australian teachers was viewed as autocratic and teacher-centered while the American counterparts appeared to favor indirect, child-centered instruction. The 1989 investigation found no differences in control versus autonomy orientation between the Australian-American teachers. In regard to teacher-student relationships, teachers in both countries seem more closely aligned in 1989 than in 1974. It is interesting to note that teachers in both countries who had a higher orientation toward control used more corrective feedback and criticism than teachers who were oriented toward engendering autonomy in children. These control-oriented teachers also expressed a weaker whole language philosophy than autonomy-oriented teachers.

Given the shift of emphasis in Australia to whole language curricula in recent years, it is also interesting to note that the current study found Australian teachers maintaining the levels of information- and

opinion-giving observed in 1974. In addition, Australian teachers in the 1989 sample increased, over 1974, the time spent giving directions and involving students in teacher-directed activities. They also showed even less acceptance of student ideas than did the 1974 sample. One of the tenets of whole language is that learning is child-centered and the teacher serves as collaborator and facilitator (Watson, 1989). It appears inappropriate to interpret the teacher behaviors described above as exemplifying whole language instruction.

Similarly, the 1989 sample of American teachers also showed increased controlling behaviors during the portions of lessons observed. These teachers gave more directions, information and opinions than those in the 1974 sample.

Documenting teacher behaviors with the RIOS may not reveal the richer aspects of the classroom environments observed. Field notes taken by observers of the 1989 samples seem to indicate that the United States classrooms were most frequently divided into reading groups during the time of observation and the children in the groups were often using a basal reader. Only one observer noted students reading from tradebooks during the observation. Several lessons focused on the development of story maps, perhaps an indication that the "new view" of reading comprehension developed by Pearson and Tierney (1985) is indeed being translated into classroom practice.

In the Australian classrooms, students were, likewise, often functioning in one of three reading groups. However, observers noted that shared book experiences were conducted in several instances and

big books were used during reading instruction in several classrooms. The oral reading noted often included the teacher reading with the children chorally or taking a turn in round robin fashion.

In American classrooms, students not working directly with the teacher were often busy completing seatwork activities involving workbook pages or worksheets from a component of the basal reader. In Australian classrooms, however, independent activity appeared to be more meaningful and varied. Children were writing, reading into a tape recorder, re-reading a big book, reading silently, reading with an aide or a mother-helper, participating in close activities, listening to a cassette tape, or participating in "conference writing." It is interesting that several Australian classrooms were still using SRA labs during independent reading time.

Differences existed, too, in the type of pre-reading activities observed in the two countries. In American classrooms in 1989, teacher-directed vocabulary development was observed as a common pre-reading practice. In Australia, pre-reading activities involved a variety of activities such as children giving book "sales" talks and displaying posters that they had made to promote books.

In 1974 oral reading was found to be the most frequent, directed instructional reading activity in Australian classrooms. Tierney concluded that silent reading "was not considered to be a viable instructional mode for many of the teachers, especially the Australian teachers" (p.167). Data from the 1989 study appear to suggest that the role of oral and silent reading has changed little in both countries over

the fifteen-year interval. In both studies the samples of Australian teachers spent a significantly greater percentage of their class time in oral reading than did the sample of United States teachers. Again, the data may not portray a true picture of the total reading environment of the classrooms observed. As mentioned above, teachers were observed during reading instruction. This is typically a time when students do read aloud for a variety of purposes. Silent reading time generally occurs during independent reading or seatwork time, while the teacher is busy with individual students or with instructional groups. Since both studies generally observed teachers during instructional times, the percentage of oral versus silent reading may be understandable and reasonable.

In regard to the use of praise by teachers, the 1974 study found that Australian teachers used significantly more praise than American teachers, but, in general, very little praise was used by teachers from either country. The current study found no significant differences in amount of praise used by teachers in the two countries, however, teachers in both countries used significantly more praise and encouragement in 1989 than in 1974. While several authors argue the differences between effective an ineffective praise (Brophy, 1981; Ginott, 1972), the current study indicates that teachers in both the Australian and United States samples are becoming more generous in their use of general praise to reinforce the effort and learning of their students.

One of the more important findings of the current study was the large and significant reduction in non-functional behavior observed in classrooms from both countries. In the 1974 Australian sample, 19.49 per cent of the observed reading instruction time was spent in off-task behaviors. In the 1974 United States sample, 14.19 per cent of the time was spent in such behaviors. The 1989 observations found a reduction in non-functional behavior to 5.78 per cent and 2.39 per cent, respectively. Although the 1989 investigation did not measure reading achievement, it seems reasonable to conclude that major increases in on-task behavior in both countries can only contribute to the development of improved reading abilities.

Tierney (1974a; 1974b) recommended that in future cross-national studies, teachers' philosophies/beliefs about reading, personalities, roles, and attitudes be assessed and compared. In response to Tierney's recommendations, teachers participating in the present study were invited to complete the Theoretical Orientation to Reading Profile (TORP) (DeFord, 1985) and the Adults' Orientations Toward Control Versus Autonomy With Children Scale (Orientations) (Deci, Schwartz, Sheinman, and Ryan, 1981). Teachers in the United States and Australia showed no differences in their orientation of control versus autonomy toward children, and the only difference indicated by a two-way MANOVA for the TORP and Orientations scales was a grade by country interaction. While there is no significant difference between the two countries in control orientation or philosophical orientation, it is interesting to note that Australian second-grade teachers are more

whole language in their philosophical orientation toward reading instruction while their third-grade counterparts are less so. In the United States 1989 sample, the reverse is true. Third-grade teachers appeared to embrace the tenants of whole language more than their second-grade counterparts.

It is difficult to relate these findings to specific shifts in reading philosophy in the two countries. There are no differences in the behaviors of second- and third-grade teachers in either country, yet there are some differences in second- and third-grade teachers' philosophies about reading instruction, particularly in their perspective on whole language. Apparently these differences are not translated into classroom behaviors which are able to be categorized by the RIOS. While many changes appear to have taken place in both countries since the 1974 study, it is difficult to relate these changes to shifts in philosophical beliefs about reading, as measured by the TORP.

This study and others before it confirm that cross-national studies via the global delineation of similarities and differences provide a broader frame of reference for the continued examination and evaluation of educational practices throughout the world. The international frame of reference gained by the sharing of this information can help educators from all countries improve world literacy.

References

Anderson, R. C., Hiebert, E. H., Scott, J. A., & Wilkinson, I. A. G. (1985). Becoming a nation of readers. Washington, D. C.: National Institute of Education.

Anderson, R. C., & Pearson, P. D. (1984). A schema-theoretic view of basic process in reading. In P. D. Pearson (Ed.). Handbook of Reading Research, (pp. 255-91), New York: Longman.

Brophy, J. E. (1981). Teacher praise: A functional analysis. Review of Educational Research, 51, 301-318.

Cambourne, B. (1985). Change and conflict in literacy education: What's it all about? Australian Journal of Reading, 8, 77-87.

Clay, M. M. (1972). Reading: The patterning of complex behavior. Auckland: Heinemann Educational.

Deci, E. L., Schwartz, A. J., Sheinman, L., & Ryan, R. M.(1981). An instrument to assess adults' orientations toward control versus autonomy with children: Reflections on intrinsic motivation and perceived competence. Journal of Educational Psychology, 73, 642-650.

DeFord, D. E. (1985). Validating the construct of theoretical orientation in reading instruction. Reading Research Quarterly, 22, 351-367.

Durkin, D. (1981). Reading comprehension instruction in five basal reader series. Reading Research Quarterly, 16, 515-544.

Ginott, H. (1972). Teacher and child. New York: Macmillan.

Goodman, K. (1971). Reading: A psycholinguistic guessing game. In H. Singer and R. Ruddell (Eds.). Theoretical models and processes of reading. Newark, DE: International Reading Association

Graves, D. (1982). Children want to write: Donald Graves in Australia Portsmouth, NH: Heinemann.

Graves, D. H. (1983). Writing: Teachers and children at work. Portsmouth, NH: Heinemann.

Guszak, F. J. (1967). Teacher questioning and reading. The Reading Teacher, 21, 227-234.

Halliday, M. A. K. (1973). Explorations in the functions of language. London: Edward Arnold.

Mason, J. M. (1984). A schema-theoretic view of the reading process as a basis for comprehension instruction. In G. Duffy, L. Roehler, and J. Mason, (Eds.), Comprehension instruction: Perspective and suggestions (pp. 26-28). New York: Longman.

McDonald, L. (1987). The role of reading instruction and a perspective on teacher change in Australia. Paper presented at the University of Wisconsin-Whitewater, Whitewater, WI.

Mosenthal, P. B. (1986). Defining reading: Translating definitions of reading in research into practice. The Reading Teacher, 39, 476-479.

Pearson, P. D. (1985). Changing the face of reading comprehension instruction. The Reading Teacher, 38, 724-738.

Pearson, P. D., & Tierney, R. J. (1985). New priorities for teaching reading. Learning, 13, 14-17.

Rumelhart, D. E. (1984). Understanding understanding. In J. Flood (Ed.), Understanding reading comprehension (pp. 1-20). Newark, DE: International Reading Association.

Taba, H. (1965). The teaching of thinking. Elementary English, 42, 534-542.

Tierney, R. (1974a). A comparison of Australian and American reading teachers. In J. E. Merritt (Ed.), New horizons in reading (pp. 537-549). Newark, DE: International Reading Association.

Tierney, R. (1974b). Teacher and pupil characteristics in selected Australian and American classrooms. (Doctoral dissertation, University of Georgia).

Tierney, R. (1976). Directions for Australian and American reading instruction. Paper presented at the Sixth World Congress on Reading, sponsored by the International Reading Association, Singapore.

Tierney, R. (1990). Redefining reading comprehension. Educational Leadership, 47(6), 37-42.

Walshe, R. D., March, P., & Jensen, D. (1986). Writing and learning in Australia. Melbourne: Oxford University Press.

Watson, D. J. (1989). Defining and describing whole language. The Elementary School Journal, 90, 129-14

Wixson, K. K., & Peters, C. W. (1984). Reading redefined: A Michigan reading association position paper. Michigan Reading Journal, 17, 4-7.

LITERACY RESEARCH AND REPORTS ORDER FORM

Northern Illinois University
The Reading Clinic - 119 Graham
DeKalb, IL 60115
815-753-1416

No. of Copies

No. 1 Portfolio Assessment: A Survey Among Professionals
by Jerry L. Johns & Peggy Van Leirsburg _____

No. 2 Adults' Perceptions of Change in Reading Ability Across the Life Span
by M. Cecil Smith & Wesley C. Covalt _____

No. 3 Teacher Behaviors During Reading Instruction in Australian and American Classrooms
by Roberta L. Berglund, James P. Raffini, & Lorraine McDonald _____

No. 4 Perceptions of Preservice and Inservice Teachers Regarding Test-Taking Procedures and Test-Wiseness Programs
by Jerry L. Johns & Susan J. Davis _____

Each report costs $3.50 (postage included). Actual postage costs will be added for large orders or overseas shipments. Please remit in U.S. funds.

Please make check or money order payable to NIU Reading Clinic.

Ship to:

Name _____

Address _____

_____

Amount Enclosed

City _____ State _____ Zip _____ $_____

Country _____

☐ Place me on your mailing list.